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AUTHOR Mueller, Richard J.; Gibson, Ernest E.
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ABSTRACT

During fall 1982, a study was conducted at a community college in the western suburbs of Chicago to determine the relationship between students' demographic and scholastic characteristics and their study skills and habits. In addition, the study assessed the psychometric qualities of the Study Behavior Inventory (SBI), a 45-item instrument focusing on general study attitudes and behaviors; reading and note-taking techniques; and ability to cope with examinations. A random sample of 3,078 students enrolled in 151 randomly selected class sections was administered the SBI, and resulting data were analyzed statistically by means of the t-test for independence and analysis of variance procedures. The study revealed, among other findings, that: (1) all measures of academic performance showed a relationship with SBI scores; (2) students who expressed a need for study skills assistance had consistently lower SBI scores than students who felt no need for assistance; (3) the rates of self-reported need for assistance ranged from 23.4% for help in preparing for objective examinations to a high of 55.7% for assistance in study skills; (4) as the age of the students increased, their SBI scores increased; and (5) females had higher SBI scores than males. The study report includes recommendations for improving both study skills and the SBI and for further research. The SBI is appended. (HB)

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The Study Behavior of Community College Students

by

Richard J. Mueller

and

Ernest E. Gibson

Department of Learning, Development, & Special Education
College of Education
Northern Illinois University
DeKalb, Illinois 60115

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The Study Behavior of Community College Students

A. Introduction

Those who teach believe that good study habits are the major factor that contributes to effective learning at both secondary and college or university levels. This "belief" is rather subjective. It is usually derived from unsystematic observation of the differences between successful and less successful students. One characteristic of the effective student seems to stand out: he or she is well-organized. This is not surprising, since college life is quite demanding; there are many conflicting demands on the student, many hours to put in and a lot of course content to cope with. The student who can organize his or her time and resources will have an advantage over others. In other words, it is not necessarily how hard one works, but how productive one is. This involves knowing how and when to apply study strategies. A study strategy is a particular set of learning behaviors under the conscious control of the learner. Many achievement outcomes that are often attributed to natural ability may be better attributed to superior study skills and attitude toward academic work. Knowing how to study enhances a student's ability to adapt to different instructional treatments.

The problem of study skills is, of course, not new. "Getting one's act together" has always been a developmental task of college life. However, three trends exist today that make effective study habits an increasingly significant requirement for academic success:

a. The virtural disappearance of the "in loco parentis" role of the college. Independent lifestyles of young college men and

women today often place them outside the pale of responsibility by the institution for their personal guidance and support. In the past, deans of women and men as well as the system of sororities and fraternities served as a support network for students with academic difficulties. Today, students are expected to be self-directed. If not, they themselves must seek help at learning skills centers that are often underfunded and inadequately staffed.

b. Growth of the community college. Increasing numbers of community college and evening school students, not living on a college campus, have limited contacts with other students like themselves within a definable "student body". There are few opportunities for shared study experience.

c. Growing emphasis on competency-based, objectively measurable skills and information related to vocational and technical education. Students are confronted with new skills and knowledge which is structured and specific, requiring mastery. Students have limited opportunity or incentive to pursue individual interests and inquiries; they must adhere to an organized body of course content articulated to job requirements, as measured by competency examinations. Study efforts must be efficient, and performance on examinations often functions as evidence of mastery.

Today's college student is one who is serious about educational advancement, getting good grades, and preparing for intense competition in the world of work. He or she demands instruction that has clear objectives and rational methods of measurement and evaluation. Instructors, too, recognize the vocational pressures on youth and they

are feeling pressure to ensure student mastery of skills and knowledge. Inevitably, examinations and grades become the goals of instruction. The community college student, however, is not the "traditional" college student--he is likely to have a weak academic self-concept, and he is likely to have chosen a two-year community college experience as an alternative to the "traditional" four-year college, to university education.

Academic success of college students in general has been documented as a function of many factors (for example, Bednar and Weinberg, 1970; Lenning, et al., 1980; Pantages and Creedon, 1978; Ramist, 1981; and Tinto, 1975). However, a recent development in higher education--opening the doors to students who have less-than-adequate preparation to succeed academically--has had a dramatic effect upon pedagogical processes in higher education (Austin, 1975, 1977; Friedlander, 1980; Lenning, et al., 1980; Lindquist, 1981). Most institutions are currently offering additional services for the ill-prepared entering students (Barna, et al, 1982; Cross, 1981; Hampton, 1979; Lenning, et al., 1980; Ramist, 1981), but the programs have been found to vary both in their nature and scope from campus-to-campus (Lenning, et al., 1980; Ramist, 1981; Schiavone, 1973). Thus, it is not surprising to find that the degree of success of all types of special assistance programs covers the entire spectrum from failure to success (Dudley, 1978; Lenning, et al., 1980; Ramist, 1981). Two trends which have been documented are that high risk students usually tend not to avail themselves of assistance (Friedlander, 1980) and that they do not generally improve their deficiencies (Austin, 1975, 1977).

B. Statement of the Problem

The purpose of this study is the identification and measurement of the study habits and skills, relationships between student characteristics and scores on a study skills questionnaire, and extent of expressed needs for assistance in coping with various academic subjects for a randomly selected sample of two-year, community college students. The study habits and skills were utilized as dependent variables in the analysis of self-reported independent, student characteristics: age, sex, past scholastic performance, and need for additional supportive services. The analysis is designed to provide information regarding the needs of the student body which can be used to plan for subsequent program development of the entire student body, not just those in academic difficulty.

C. Review of the Literature

There is no question but that the colleges and universities are paying more attention to the problem of ill-prepared students (Cross, 1981). It has been argued that while institutions of higher education must develop special assistance services (Barna, et al., 1982; Jackson, 1978, 1979), these additional programmatic efforts would be expected to vary from campus-to-campus (Roby, 1978; Scigliano and Scigliano, 1979; Suddick and Owens, 1982). Local systemic inquiry should be the basis for local programmatic development concerning the needs of the student body (Roby, 1978). Lindquist (1981) suggested that institutional efforts to meet the needs of the student body should be based upon the relative strengths, not weaknesses, of the clientele. Furthermore,

Barna, et al., (1982) and Garcia and Seligsohn (1978) effectively argued that the students should be informed of these services.

While the problem of adequate academic success of students has been tied to many factors (Bednar and Weinberg, 1970; Lenning, et al., 1980; Pantages and Creedon, 1978; Ramist, 1981, Tinto, 1975), one important variable has been found to be study habits and study skills (Bednar and Weinberg, 1970; Lindquist, 1981; Ramist, 1981). Hunter (1979) states that measures from the affective domain, including study habits and skills, will account for more variance in learning achievement than the traditional measures of predicted academic performance (i.e., high school grades and/or rank in class and scores on the ACT and/or SAT).

An overall assessment of the literature documents that the number of academically underprepared college students has increased in the past and is expected increase also in the immediate future. The response by institutions of higher education has been to develop special programs to meet the needs of students with deficient intellectual skills, utilizing various diagnostic and psychometric instruments. The major goal of study skills research appears to be toward better means of identifying study skills deficiencies for the purpose of enhancing the effectiveness of one-to-one counseling techniques and the use of learning-assistance centers. There is limited research on the analysis of students' cognitive styles in relationship to instructors' course organization and presentation.

With respect to specific study habits, two trends are apparent: in comparison to students with good study habits, students who are deficient in these skills tend to earn poor grades and tend to drop out

before completion of academic courses and programs. A variety of counseling and study skills courses and materials appear to improve study skills, when the student is motivated to avail himself or herself of them.

Finally, from distillation of the research on study skills and attitudes in the past four decades since Wrenn's development of the original Study Habits Inventory (1941), it is reasonable to conclude that research has been built on the population of traditional four-year colleges and universities during the time when the community college was primarily an inner-city, night-school institution. With the tremendous expansion of the community college system in the U.S., research is needed concerning how to improve the academic productivity of the part-time, often older individual. What also needs to be investigated is the extent to which, if any, study skills needs vary from one community college to the next.

D. Study Behavior Inventory

Since there was no known instrument designed to primarily improve the instructional process based upon the study habits and skills of the entire study body, Mueller and Gibson (1982) developed the Study Behavior Inventory (see Appendix A). The instrument has two major themes: (I) 45 self-report items reflecting the students' study habits, and (II) 20 self-report measures of students' demographic and scholastic history as well as a check list of study habits needs for assistance (see Appendix A).

The 45 items of Section I of the SBI measure three constructs: General Study Attitudes and Behaviors, Reading and Note-Taking

Techniques, and Coping with Examinations. The number of items in each SBI section are as follows; 19 for General Study Attitudes and Behavior, 12 for Reading and Note-T king Techniques, and 14 for Coping with Examinations. The 45 items were gleaned primarily from two existing study habits inventories: the Study Habits Inventory, Revised Edition (Wrenn, 1941) and the Study of Study Habits and Attitudes, Form C (Brown and Holtzman, 1966).

Section I of the SBI has three specific themes and tends to follow those defined by Wrenn (1941). Thus, construct validity of the SBI is similar to the Wrenn model. Since most of the items are similar also to those in the Brown and Holtzman (1966) inventory, content validity of the SBI to a large extent is based on these established instruments.

Section II of the SBI is a modification of the Student Descriptive Questionnaire of the College Entrance Examination Board (ETS, 1982-83). Baird (1976) found that the self-report instrument is an effective and valid means of collection of demographic and scholastic data.

E. Hypotheses

Since the study habits and attitudes of the students will vary from campus-to-campus, many of the hypotheses tested in this study focus upon the relationship of the demographic and scholastic nature of the population sample to their study skills and habits. The other hypotheses focus upon the criterion measure: that is, the scale scores and total score of the Study Behavior Inventory (SBI) by Mueller and Gibson (1982).

There are 17 hypotheses in this study. The first two hypotheses focus upon the psychometric qualities of the SBI. The remaining 15 hypotheses are based upon the scale score means and total score means of the SBI to determine if relationships exist between selected demographic and scholastic measures of the student body.

The 17 hypotheses are as follows:

1. The items within each section of the Study Behavior Inventory (SBI) are significantly correlated.

2. The three scale scores of the SBI are significantly correlated.

3. The means of the three scale scores and total score of the SBI differ significantly with respect to overall high school grades, as reported by the subjects.

4. The means of the three scale scores and total score of the SBI differ significantly with respect to overall high school grades, as reported by the subjects.

5. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported overall community college grade average.

6. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in English grammar.

7. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in mathematics.

8. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in writing.

9. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in preparing for essay examinations.

10. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in preparing for objective examinations.

11. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in coping with test anxiety.

12. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in management of time.

13. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in note-taking.

14. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in study habits.

15. The means of the three scale scores and total score of the SBI differ significantly with respect to self-reported need for assistance in study skills.

16. The means of the three scale scores and total score of the SBI differ significantly with respect to the age of the students.

17. The means of the three scale scores and total score of the SBI differ significantly with respect to the sex of the students.

F. Definition of Terms

Community College: The population of this study is the student body of a public, two-year community college located in the western suburbs of Chicago. From a modest beginning in 1967, the institution now has a student body of over 27,000 students. One of 53 public community colleges in Illinois, the students can be considered to be representative of most other community college populations in Illinois other than inner-city.

Study Behavior Inventory: The SBI is comprised of 45 objective items designed to measure general study attitudes and behavior, reading and note-taking techniques, and coping with examinations. In addition, the SBI contains 20 demographic and scholastic measure items. (see Appendix A).

Study Habits: General study behaviors or practices, such as "studying with one or more fellow students."

Study Skills: Specific study behaviors, such as the use of note-taking vs. textbook underlining.

G. Summary and Conclusions

This study investigated the study habits and attitudes of a sample of 3,078 subjects randomly selected from the population of 27,743 students enrolled at a large, community college in Chicago's western suburbs. Study habits and attitudes of the students were measured by the Study Behavior Inventory (SBI). In addition to a total SBI score, three subarea scores were also measured. These were: General Study Attitudes and Behavior, Reading and Note-taking Techniques, and Coping with Examinations. The SBI scores were analyzed statistically by the following variables:

1. sex
2. age
3. high school grade-point-average
4. prior college grade-point-average
5. current college grade-point average
6. expressed need for (study skills) assistance, from an array of 10 separate diagnostic items. These are:
   (a) English grammar
   (b) mathematics
   (c) writing
   (d) preparation for essay examinations
   (e) preparation for objective examinations
   (f) coping with test anxiety
   (g) management of time
   (h) note-taking techniques

(i) study habits

(j) study skills.

Procedural Development

1. A random sample of 3,078 students enrolled in a community college located in the western suburbs of Chicago was administered the Study Behavior Inventory during the fall of 1982. The participants were those students enrolled in 151 randomly selected class sections.

2. Each subject was administered the SBI, which takes about 20 minutes. In addition to responding to this 3-choice array of 45 items pertaining to study skills and attitudes, subjects were asked to indicate 10 items of personal and academic characteristics, together with the need for assistance on any or all of 10 academic subject and skill areas.

3. Data were collected and analyzed statistically by means of the t-test for independence and analysis of variance procedures.

Conclusions

The conclusions of the study are based upon an analysis and synthesis of the findings from testing the seventeen null hypotheses reported above. These are as follows:

1. Almost all of the items of each section of the Study Behavior Inventory correlate statistically, the exceptions are #3, 18, 20, and 45.

2. The scale scores of the Study Behavior Inventory correlate to a moderate degree.

3. Failure to support null hypotheses one and two suggest that the Study Behavior Inventory is a reliable measure of study behavior.

4. Academic performance appears to vary by Study Behavior Inventory scores. This is the case for overall high school average, prior community college grade-point-average (transfer grades), and current community college grade-point-average. This is consistent with the trends found in the literature.

5. The Study Behavior Inventory appears to exhibit validity. Consistent with findings of previous research, all measures of academic performance show a relationship with study habits performance.

6. Subjects' expressed need for assistance in 10 academic skills areas varies significantly by Study Behavior Inventory scores. Those students who reported need for assistance have consistently lower SBI means than students who did not indicate a need for assistance. This was the trend for expressed need for assistance in:

(a) English grammar

(b) mathematics

(c) writing

(d) preparation for essay examinations

(e) preparation for objective examinations

(f) coping with test anxiety

(g) management of time

(h) note-taking techniques

(i) study habits

(j) study skills.

7. The rates of self-reported need for assistance range from 23.4 percent for preparing for objective examinations through a high of 55.7 percent for study skills.

8. Two demographic variables varied by SBI scores: i.e., as the age of the students increases, their SBI scores increase; furthermore, females have higher SBI scores than males.

Implications

A recent development in higher education has been an increase in the matriculation of students not adequately prepared to meet the academic rigors of the college curriculum. The response by institutions of higher education has been to develop special programs to meet the needs of students with deficient backgrounds. Both of these trends are expected to continue into the future. Thus, colleges and universities will continue to address the special learning needs of their student bodies, but these needs and resulting programs vary from campus to campus. Therefore, local inquiry should serve as the basis for the development and refinement of local learning assistance needs. These needs are both in the cognitive and affective domains and include study habits and skills.

The implications of these trends are cited for the community college which served as the population in this study, the review of the literature, and the Study Behavior Inventory.

An interesting finding is that older students have better perceived study habits than younger students. The conventional wisdom seems to be

that older students are at a disadvantage in academic competition with younger students. In fact, older students usually perceive young people as competitively threatening, yet the data of this study do not confirm that perception. What is not known, however, is whether older students do, in fact have better study habits than their younger counterparts, or whether they merely perceive themselves to be more efficient and productive in this regard. In addition, it can be asked, do older students have different study habits, or are they merely more efficient in habit application?

A similar question can be applied to the finding that females perceive themselves to have better study habits and skills than males. Are females, in fact, better students, or are they simply more self-confident?

The results of this study suggest that community college students are quite open in their perceptions of their own study skills and habits. They appear to respond with alacrity to efforts by the school administration to diagnose and remediate their study habits. To what extent should community colleges take the initiative in this regard? Should study skills assistance simply be made available to those who want it, or should the institution actively initiate diagnosis and treatment? If learning assistance programs are made mandatory, what are the trade-offs in cost, administrative problems, and intrusion into students' lives?

H. Recommendations

a. Community colleges should determine if they need to institute a study skills assistance program and if that program should be voluntary or mandatory.

b. Programmatic development should use the strengths of the students as the building blocks for enhancing their study skills growth (Lindquist, 1981), and the approach should be holistic (Rutkowski and Domino, 1975).

c. Possibly the best approach for a mandatory learning assistance program should be to interface a study skills program with an existing student orientation program. At the college in this study, the orientation program, while not mandatory, is attended by most incoming freshman students.

d. Students in a voluntary or mandatory program who seek learning assistance should be encouraged to take a study habits and attitudes instrument for the purpose of diagnosing specific study habits and skills strengths and weaknesses.

e. The Study Behavior Inventory should undergo minor revision. Four items--#3, 18, 20, and 45--should probably be dropped, as they did not tend to correlate with other items in their respective SBI scales. However, item #45 of the SBI--"I study hardest when I know that I will be tested on the material"--could be revised. As it stands, it implies that the respondent studies the hardest only when he or she will be accountable for the material. The intent of the item was to determine if students are interested in course material that is directly tied to tests and grades, or to what extent does the student apply himself/her-

self diligently to aspects of the course that are not directly aimed at test content but which are intended for enrichment--such as "recommended readings." Perhaps the inclusion of several questionnaire items could more validly measure the construct of students' interest in non-test-based course content.

f. It is recommended that a study could be undertaken to explore the relationship of the SBI to the cognitive style inventory, such as the Embedded Figure Test or the Kolb Learning Style Inventory.

g. The entire area of preparation for examinations and coping with test anxiety should be investigated in greater depth. What are the positive and negative aspects of test anxiety? For what teaching/learning situations does anxiety energize the student, and when is it debilitating? Finally, what relationship, if any, exists between test anxiety and age?

h. The revised form of the Study Behavior Inventory should be further validated at a wide variety of institutions of higher education: Two-year, four-year and graduate institutions, large and small institutions, and the like.

i. The reliability of the revised instrument should be reaffirmed.

j. The validity of the revised instrument should be investigated further. Concurrent validity should be correlated with grades and needs for learning assistance.

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Appendix A

STUDY BEHAVIOR INVENTORY

We woulo like to find out what study habits and skills you have developed at this stage in your college career. The purpose of our study is to help students develop better and more productive ways to study, and to help both college and high school teachers do a better job of teaching.

All the information in this inventory will be kept in the strictest confidence, for research purposes only. So, please be frank and honest in your answers.

The following is a list of statements of habits and attitudes which may affect use of study time and consequent success in school work and study. Please state your habits with regard to these items, not in accordance with what you think you should or should not do, or what you see others do, but in accordance with what you yourself are in the habit of doing. Please answer all questions.

After each statement, you will find Columns 1, 2, 3. Please complete questions No. 1 through No. 45 on the NCS form. Mark each item either 1, 2, or 3 which best describes your behavior. Remeber that this is a survey of your present practice. Check it in accordance with the following key:

Column 1 - Rarely or never true in my case.
Column 2 - Sometimes true in my case.
Column 3 - Often or always true in my case.

		1 Rarely or Never	2 Sometimes	3 Often or Always
I.	GENERAL STUDY ATTITUDES AND BEHAVIOR			
1.	My time is unwisely distributed; I spend too much time on some things and not enough on others	____	____	____
2.	I find it hard to force myself to finish work by a certain time; work is unfinished, inferior, or not in on time	____	____	____
3.	I study witn others rather than by myself	____	____	____
4.	I complete my homework assignments on time	____	____	____
5.	I try to carry over and relate material learned in one course to that learned in others	____	____	____
6.	I copy the diagrams, drawings, tables, and other illustrations that the instructor puts on the blackboard	____	____	____
7.	I keep my assignments up-to-date by doing my work regularly from day-to-day	____	____	____
8.	I prefer to study alone rather than with others ..	____	____	____
9.	At the beginning of a study period I organize my work so that I will utilize the time most effectively	____	____	____
10.	In preparing reports, themes, term papers, etc., I make certain that I clearly understand what is wanted before I begin work	____	____	____

		1 Rarely or Never	2 Sometimes	3 Often or Always
11.	When I get behind in my schoolwork for some unavoidable reason, I make up back assignments without prompting from the teacher	____	____	____
12.	Difficulty in expressing myself in writing slows me down on reports, themes, examinations, and other work to be turned in	____	____	____
13.	My teachers criticize my written reports as being hasitly written or poorly organized	____	____	____
14.	I give special attention to neatness on themes, reports, and other work to be turned in	____	____	____
15.	I try to summarize, classify, and systematize the facts learned, associating them with previously learned materials and facts	____	____	____
16.	I try to do some "over-learning", working beyond the point of immediate memory or recall	____	____	____
17.	I watch too much television, and this interferes with my studies.....	____	____	____
18.	I work too many hours for the course load I am carrying	____	____	____
19.	Personal problems with my family affect my ability to concentrate on studying	____	____	____
II.	READING AND NOTE-TAKING TECHNIQUES			
20.	I have to re-read material several times--the words don't have much meaning the first time I go over them	____	____	____
21.	I have trouble picking out the important points in material read or studied; I tend to take down material which turns out to be unimportant	____	____	____
22.	I go back and recite to myself the material studied--rechecking any points I find doubtful	____	____	____
23.	I keep all the notes for each subject together, carefully arranging them in some logical order	____	____	____
24.	When I am having difficulty with my schoolwork, I try to talk over the trouble with the teacher	____	____	____
25.	I lay aside returned examinations, reports and homework assignments without bothering to correct errors noted by the instructor	____	____	____
26.	I skip over the figures, graphs, and tables in a reading assignment	____	____	____

		1 Rarely or Never	2 Sometimes	3 Often or Always
27.	I put off writing themes, reports, term papers, etc., until the last minute	____	____	____
28.	After reading several pages of an assignment, I am unable to recall what I just read	____	____	____
29.	When in doubt about the proper form for a written report, I refer to an approved model to provide a guide to follow	____	____	____
30.	My studying is done in a random, unplanned manner--impelled mostly by the demands of approaching classes	____	____	____
31.	When reading a long textbook assignment, I stop periodically and mentally review the main points that have been presented	____	____	____
III.	COPING WITH EXAMINATIONS			
32.	I get nervous and confused when taking an examination and fail to answer questions to the best of my ability	____	____	____
33.	I do poorly on tests because I find it hard to think clearly and plan my work when I am faced with an exam	____	____	____
34.	I have difficulty in picking out the important points of a reading assignment--points that later appear on examinations	____	____	____
35.	I lose points on true-false or multiple-choice examinations because I change my original answer only to discover later that I was right the first time ...	____	____	____
36.	I plan out in my mind the answer to subjective or essay-type examination questions before starting to write the answer	____	____	____
37.	I finish my examination papers and turn them in before time is called on the examination	____	____	____
38.	When preparing for an examination, I learn facts in some logical order of importance, order of presentation in class or texbook, order of time in history, etc.	____	____	____
39.	I am careless with spelling and the mechanics of English composition when answering examination questions	____	____	____
40.	Although I work until the last possible minute, I am unable to finish examinations within the allotted time	____	____	____
41.	If time is available, I take a few minutes to check over my answers before turning in my examination paper	____	____	____

		1 Rarely or Never	2 Sometimes	3 Often or Always
42.	When tests are returned, I find that my grade has been lowered by careless mistakes	_____	_____	_____
43.	During an examination I forget names, dates, formulas, and other details that I really do know	_____	_____	_____
44.	I believe that grades are based upon a student's ability to memorize facts rather than upon the ability to "think things through"	_____	_____	_____
45.	I study hardest when I know that I will be tested on the material	_____	_____	_____

IV. COLLEGE OF DUPAGE BIOGRAPHICAL/SCHOLASTIC SURVEY

We would like you to briefly describe your past and current background. All information will be held in the strictest confidence, and the data collected will be used for research purposes only. Please answer questions No. 46 through No. 77 by completing the NCS form.

46. What is your age?

1. _____ 18 - 20
2. _____ 21 - 24
3. _____ 25 - 28
4. _____ 29 - 32
5. _____ 33 - 36
6. _____ 37 - 40
7. _____ 41 - 50
8. _____ Over 50

47. What is your sex?

1. _____ Male
2. _____ Female

48. What is your ethnic group?

1. _____ Black
2. _____ White
3. _____ Hispanic
4. _____ Other

49. What is your marital status?

1. _____ Single, never married
2. _____ Married
3. _____ Divorced or separated
4. _____ Other

50. What is your current work status?

1. _____ Working full-time
2. _____ Working part-time
3. _____ Homemaker
4. _____ Not working

51. In what year were you graduated from high school or earned the GED equivalent?

1. _____ 1982
2. _____ 1981
3. _____ 1980
4. _____ 1976-79
5. _____ 1971-75
6. _____ 1965-70
7. _____ 1960-64
8. _____ Before 1960

52. What was your overall high school GPA?

1. ____	A+ - A-	4. ____	B-	7. ____	C-
2. ____	B+	5. ____	C+	8. ____	Below C
3. ____	B	6. ____	C	9. ____	Not applicable

53. If you attended another college before entering College of DuPage, what was your overall grade average on an A (4) to F (0) scale?

1. ____	3.5 - 4.0	3. ____	2.5 - 2.9	5. ____	Below 2.0
2. ____	3.0 - 3.4	4. ____	2.0 - 2.4	6. ____	Not applicable

54. When did you first enroll at College of DuPage?

1. ____	Fall, 1982 (this term)	5. ____	1975-1979
2. ____	In 1982, but before this term	6. ____	1970-1974
3. ____	In 1981	7. ____	Before 1970
4. ____	In 1980		

55. If you attended College of DuPage prior to this term, what was your overall grade average on an A (4) to F (0) scale?

1. ____	3.5 - 4.0	3. ____	2.5 - 2.9	5. ____	Below 2.0
2. ____	3.0 - 3.4	4. ____	2.0 - 2.4	6. ____	Not applicable

For Items No. 56 to 65 listed below, code a "2" if you need assistance and a "1" if you do not need assistance.

56. ____	English grammar	61. ____	Test anxiety
57. ____	Mathematics	62. ____	Managing Time
58. ____	Writing	63. ____	Note taking
59. ____	Preparing for essay examination	64. ____	Study habits--techniques to plan for studying more effectively
60. ____	Preparing for objective examination	65. ____	Study skills--techniques to study more effectively

66. Have you completed this survey in another class?

1. ____ No 2. ____ Yes

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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